

their evil deeds, wanted our Nation to stop. But they underestimated our spirit, didn't they?

**Audience member.** Yes, they did.

**The President.** Yes, they made a mistake. And the spirit is strong in America. Our confidence is strong.

We've put together a coalition of nations that says terrorism won't stand. We've got our military alert—on alert for a reason: Terrorism won't stand. We're cutting off their money, because we're saying terrorism won't stand.

And we're saying that at home, as well. People who travel say terrorism is not going to intimidate us. Tonight I've asked the Mayor to go out to dinner with me, on a Washington—here in the District. He said he's going so long as I pay. *[Laughter]* You've got a deal. *[Laughter]*

When people go to ball games, they're sending a signal. I mean, we got struck hard on September the 11th. All of us know that. But you can't strike the American spirit. It's strong. It's vibrant. It's united. And by opening this airport, we're making yet another statement to the terrorists: You can't win.

Thank you all for being here. God bless you.

NOTE: The President spoke at 10:52 a.m. at Terminal C, north pier of the airport. In his remarks, he referred to Gov. James S. Gilmore III of Virginia, and Mayor Anthony A. Williams of Washington, DC.

**Letter to Congressional Leaders on the Bipartisan Agreement on Fiscal Year 2002 Discretionary Appropriations Levels**  
*October 2, 2001*

Dear \_\_\_\_\_:

I support the bipartisan agreement to set FY 2002 discretionary appropriations levels at a total of \$686 billion. If the Congress presents appropriations bills to me that comply with this aggregate spending level, and are otherwise acceptable, I will sign them.

Within this total, I understand that defense activities will be funded at the amended budget level. In addition, I understand that an appropriations bill for education will in-

clude \$4 billion above my budget request and will be accommodated within the total discretionary level. I also understand that the agreement includes \$2.2 billion in contingent emergency appropriations, within the \$686 billion agreement. These emergency funds would be available only to the extent that they are necessary to fund unexpected costs that may arise as a consequence of urgent requirements beyond the program funding levels provided in the regular appropriations bills.

This agreement does not compromise my discretion to consider the policy and program content of legislation before agreeing to sign it. However, passage of appropriations measures within the agreed total will mean that there will be no disagreement between the Congress and my Administration over aggregate funding levels.

This agreement is the result of extensive discussions to produce an acceptable bipartisan solution to facilitate the orderly enactment of appropriations measures. This agreement and the aggregate spending level are the result of a strong bipartisan effort at this critical time for our Nation, and I expect that all parties will now proceed expeditiously and in full compliance with the agreement.

Sincerely,

**George W. Bush**

NOTE: Identical letters were sent to J. Dennis Hastert, Speaker of the House of Representatives; Richard A. Gephardt, House minority leader; C.W. Bill Young, chairman, and David R. Obey, ranking member, House Committee on Appropriations; Thomas A. Daschle, Senate majority leader; Trent Lott, Senate minority leader; and Robert C. Byrd, chairman, and Ted Stevens, ranking member, Senate Committee on Appropriations. An original was not available for verification of the content of this letter.

**Executive Order 13227—President's Commission on Excellence in Special Education**  
*October 2, 2001*

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

**Section 1. Policy.** The education of all children, regardless of background or disability, while chiefly a State and local responsibility, must always be a national priority. One of the most important goals of my Administration is to support States and local communities in creating and maintaining a system of public education where no child is left behind. Unfortunately, among those at greatest risk of being left behind are children with disabilities. The Individuals with Disabilities Education Act (IDEA) is a landmark statute that asserts the rights of all children with disabilities to a free, appropriate public education. My Administration strongly supports the principles embodied in the IDEA and the goal of providing special education and related services to children with disabilities so that they can meet high academic standards and participate fully in American society. It is imperative that special education operate as an integral part of a system that expects high achievement of all children, rather than as a means of avoiding accountability for children who are more challenging to educate or who have fallen behind.

**Sec. 2. Establishment.** There is established a President's Commission on Excellence in Special Education (the "Commission"). The Commission shall be composed of not more than 19 members to be appointed by the President from the public and private sectors, as well as up to 5 ex officio members from the Departments of Education and Health and Human Services. The members may include current and former Federal, State, and local government officials, recognized special education experts, special and general education finance experts, education researchers, educational practitioners, parents of children or young adults with disabilities, persons with disabilities, and others with special experience and expertise in the education of children with disabilities. The President shall designate a Chairperson from among the members of the Commission. The Secretary of Education shall select an Executive Director for the Commission.

**Sec. 3. Duties and Commission Report.** (a) The Commission shall collect information and study issues related to Federal, State, and local special education programs with the goal of recommending policies for im-

proving the educational performance of students with disabilities. In furtherance of its duties, the Commission shall invite experts and members of the public to provide information and guidance.

(b) Not later than April 30, 2002, the Commission shall prepare and submit a report to the President outlining its findings and recommendations. The report shall include, but need not be limited to:

(1) An examination of available research and information on the effectiveness and cost of special education and the appropriate role of the Federal Government in special education programming and funding. The examination shall include an analysis of the factors that have contributed to the growth in costs of special education since the enactment of the Education for All Handicapped Children Act (a predecessor of IDEA);

(2) Recommendations regarding how Federal resources can best be used to improve educational results for students with disabilities;

(3) A recommended special education research agenda;

(4) An analysis of the impact of providing appropriate early intervention in reading instruction on the referral and identification of children for special education;

(5) An analysis of the effect of special education funding on decisions to serve, place, or refer children for special education services and recommendations for alternative funding formulae that might distribute funds to achieve better results and eliminate any current incentives that undermine the goals of ensuring that children with disabilities receive a high-quality education;

(6) An analysis of, and recommendations regarding, how the Federal Government can help States and local education agencies provide a high-quality education to students with disabilities, including the recruitment and retention of qualified personnel and the inclusion of children with disabilities in performance and accountability systems;

(7) An analysis of the impact of Federal and State statutory, regulatory, and administrative requirements on the cost and effectiveness of special education services, and how these requirements support or hinder

the educational achievement of students with disabilities;

(8) An assessment of how differences in local educational agency size, location, demographics, and wealth, and in State law and practice affect which children are referred to special education, and the cost of special education; and

(9) A review of the experiences of State and local governments in financing special education, and an analysis of whether changes to the Federal “supplement not supplant” and “maintenance of effort” requirements are appropriate.

**Sec. 4. Administration, Compensation, and Termination.**

(a) The Department of Education shall, to the extent permitted by law, provide administrative support and funding for the Commission. In addition, appropriate Federal agencies may designate staff to assist with the work of the Commission. To the extent permitted by law, Federal Government employees may be detailed to the Commission without reimbursement to the Federal agency.

(b) Members of the Commission shall serve without compensation but, while engaged in the work of the Commission, members appointed from among private citizens of the United States shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the government service (5 U.S.C. 5701–5707), to the extent funds are available for such purposes.

(c) The functions of the President under the Federal Advisory Committee Act that are applicable to the Commission, except that of reporting to the Congress, shall be performed by the Department of Education in accordance with the guidelines that have been issued by the Administrator of General Services.

(d) The Chairperson may from time to time prescribe such rules, procedures, and policies relating to the activities of the Commission as are not inconsistent with law or with the provisions of this order.

(e) The Commission shall terminate 30 days after submitting its final report, unless extended by the President.

**George W. Bush**

The White House,  
October 2, 2001.

[Filed with the Office of the Federal Register, 10:05 a.m., October 4, 2001]

NOTE: This Executive order was released by the Office of the Press Secretary on October 3, and it was published in the *Federal Register* on October 5.

**Remarks Following Discussions With  
Business Leaders and an Exchange  
With Reporters in New York City**  
*October 3, 2001*

**The President.** It’s an honor to be back in New York City. I want to thank the mayor and the Governor for welcoming us back. I’m pleased that Secretary Don Evans and Larry Lindsey from the White House staff are traveling with me, and I want to thank the business leaders from not only New York but others who have come from around the country to discuss the state of the Nation.

And we’ve had a very frank discussion about the state of our economy. I think there’s no question we all agree that the events of September 11th shocked our economy, just like it shocked the conscience of our Nation. But like those terrorists, they can’t affect our soul; they can’t affect the greatness of America. We all believe that the underpinnings are there for economic recovery.

And we all must do our part, and the Federal Government has a role to play. Today Secretary Paul O’Neill testified at Congress, saying that the administration believes that we ought to have 60 to 75 billion dollars more of stimulus to encourage consumer confidence, to enhance business investment, as well as to take care of displaced workers.

I have shared that with the business leaders here. They understand that there is a role for the Federal Government, a strong and